

Guidelines for Contributors

PROFILE

Issues in Teachers' Professional Development

This journal is led by the PROFILE research group at Departamento de Lenguas Extranjeras, Universidad Nacional de Colombia, Bogotá campus. It is a publication for teachers of English interested in increasing their professional expertise. Starting from the assumption that our professional knowledge is enriched by different members of our academic community, the journal is mainly concerned with sharing the results of classroom research projects undertaken by primary and secondary school teachers as well as teachers of adults. It also includes articles written by teacher educators and guest teachers willing to disseminate reflections and innovations. Besides, it shares papers sent by professors from different parts of the world and diverse educational levels who have also been engaged in carrying out research and innovations in wide-ranging contexts as well as inquiries done by novice teacher-researchers.

PROFILE is registered in Ulrich's Periodicals Directory, Latindex, EBSCO, Informe Académico, Academic OneFile, and the Directory of Open Access Journals (DOAJ). It is indexed in the MLA International Bibliography, Educational Research Abstracts online (ERA), Linguistics and Language Behavior Abstracts database (LLBA), Redalyc, SciELO, and Pubindex-Colciencias, classified in category A2.

Our Purpose

The PROFILE journal is published twice a year (April and October). Its main goal is to share the results of classroom research projects undertaken by primary and secondary school teachers as well as teachers of adults while taking part in the Professional Development Programmes carried out by the Foreign Languages Department at Universidad Nacional de Colombia. It also includes articles written by teacher educators and guest teachers willing to disseminate innovations and research findings.

Sections of the Journal

Issues from Teacher Researchers: It includes in-progress and final research reports.

Issues from Novice Teacher Researchers: It contains articles based on research conducted by new teachers, as part of the monograph papers carried out to get their BED or BA degrees.

Issues Based on Reflections and Innovations: It gathers reflections about a specific topic, with analytical, interpretative or critical perspectives, which are supported by different sources. Innovations include the justification, description, explanation and samples of pedagogical interventions in specific teaching fields.

Submitting an Article

To be considered for publication, you should send three print copies of your manuscript and a magnetic copy to our email account. Articles can

also be sent to the journal's email account if the authors do not live in Colombia –in this case, they do not have to send the printed copies.

The manuscript should be saved in single-column format, double-spaced as a Word document, Times Roman 12, and have margins of three centimetres. Block quotations and samples taken from data should be in Times Roman 10 and indented at 1.25 centimetres. Only use single-spacing for the contents of footnotes, appendixes, figures and tables. Number all the pages of the manuscript. Insert the page number at the top of the page. Indent the first line of every paragraph. For consistency, use the tab key, which should be set at 1.25 centimetres. Do not do this in the abstract, block quotations, titles, headings, tables and figures' titles.

Do not write your name or biodata within the article. Manuscripts should contain an abstract of no more than 120 words and should include key words. Avoid the use of abbreviations and references in the abstract. The abstract and the key words should be in both Spanish and English; they should be organized in alphabetical order. Likewise, the complete bibliographic information for each citation must be included in the list of references following the American Psychological Association (APA) style, 6th Edition (see some samples of references below).

All quoted material must be cited as such in the text. All references cited in the text must be in the list of references, and all works included in the references section must be cited in the text.

PROFILE will reject papers which evidence plagiarism, and its decision will be final. Manuscripts by authors whose articles have been rejected because of plagiarism will not be considered for evaluation in future issues.

The length of your article will depend on the topic. Nonetheless, papers cannot exceed 25 pages

or 8,000 words, including the abstract, key words, references, appendixes, and footnotes (on the same page, not at the end of the document). All graphics in the article should be in black and white. Please avoid the use of colour and send each figure or table in a separate file too, in a standard graphic format (e.g. JPEG or TIF). Figures can be sent as a graphic file; JPG is preferred. Tables should be created in Microsoft Word. Appendixes, figures and tables should include a title. They should be centred and follow these models:

Table 1. Ways of Doing Compositions

Figure 2. Results of the Diagnostic Survey

Appendix A: Lesson Plan Sample

Write your text in good English (American or British usage is accepted, but not a mixture of these) and make sure grammar, punctuation and style have been revised. Italics are not to be used for expressions of Latin origin; for example, *in vivo*, *et al.*, *per se*.

One of the requirements for the publication of articles about teaching or research experiences in which others have participated is to have a consent form signed by them or their parents –if they are under 18– in order to authorize the use of the information in the publication. If your article contains information provided by participants, please obtain consent forms and send the format used to get them to the editor, together with your manuscript. PROFILE does not provide the forms; they are the ones designed by the teachers while doing their projects. Identify samples from participants using codes and keeping anonymity. Be consistent in doing so and follow samples included in our latest issue.

If acknowledgements are included, do so in a short paragraph at the end of the article after the references. Do not include them on the title page as a footnote to the title or otherwise.

Please send the article and the consent form(s) —if applicable— together with a cover or presentation letter to the editor specifying the following: title of the article, author's(s') name(s), institution, address, a short biographical statement (biodata) of no more than 50 words per author, and the date or period of time the document was written. If the paper presents initial or final results of a project, please indicate so. Include the name of the code number (if there is one) and the name of the institution that sponsored the project. Additionally, you should include a statement indicating that your article has not been submitted to another publication and that it has not already been published elsewhere.

References

The following samples illustrate some common cases. For more examples, please check The Online Writing Lab (OWL) at Purdue University Web site: <http://owl.english.purdue.edu/owl/section/2/10/> or our latest issue, in their electronic version at our website: <http://www.profile.unal.edu.co>

Book

- Colombia. Ministerio de Educación Nacional. (1999). *Lineamientos curriculares para idiomas extranjeros. Lineamientos curriculares. Áreas obligatorias y fundamentales*. Bogotá: Author.
- Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd ed.). New York, NY: Edward Arnold.
- Schön, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Book Article or Chapter

- Cots, J., & Diaz, J. (2005). Constructing social relationships and linguistic knowledge through non-native speaking teacher talk. In E. Llorca (Ed.), *Non-native language teachers: Perceptions, challenges and contributions to the profession* (pp. 85-106). New York, NY: Springer.

Conference Proceedings

- Schnase, J. L., & Cunnius, E. L. (Eds.). (1995). *Proceedings from CSDL '95: The First International Conference on Computer Support for Collaborative Learning*. Mahwah, NJ: Erlbaum.

Dictionary

- Merriam-Webster's collegiate dictionary* (11th ed.). (2005). Springfield, MA: Merriam-Webster.

Entry in an online reference work, no author or editor

- Metacognition. (n.d.). In *Merriam-Webster's online dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/metacognition>

Journal Article

- Poole, A. (2009). The reading strategies used by male and female Colombian university students. *PROFILE, Issues in Teachers' Professional Development*, 11(1), 29-40.

Magazine or Journal Article from a Database

- Nassaji, H., & G. Wells. (2000). What's the use of 'triadic dialogue'? An investigation of teacher-student interaction. *Applied Linguistics*, 21(3), 376-406. doi:10.1093/applin/21.3.376

Paper presentation or poster session

- González, A. (2008, March). *Tendencias in professional development for EFL teachers in Colombia: A critical appraisal*. Paper presented at the 5^o Encuentro de Universidades Formadoras de Licenciados en Idiomas, Universidad del Valle, Cali.

Unpublished Master's Thesis

- Ariza, A. (2004). *EFL undergraduate students' understanding of autonomy and their reflection in their learning process* (Unpublished master's thesis). Universidad Distrital Francisco José de Caldas, Bogotá.

Website

- Colombia. Ministerio de Educación Nacional. (1994) *Ley General de Educación (Ley 115 del 8 de Febrero de 1994)*. Retrieved from http://www.mineducacion.gov.co/1621/articles-85906_archivo_pdf.pdf
- Kleinman, Z. (2009). Children who use technology are 'better writers'. *BBC News*. Retrieved from <http://news.bbc.co.uk/2/hi/technology/8392653.stm>

Evaluation and Publication

All submissions go through a blind peer review process provided all requirements have been met. Reviewer's names will not be made available to authors under any circumstances. Authors should wait approximately four months until notification of decision from the editor. If your article is accepted after having been read by at least two evaluators, you should be ready to revise it if necessary and to meet deadlines established by the editor to complete the editing processes.

If major changes are required by the evaluators or the editor, the article will be returned to you for amending, indicating: revise and resubmit. The improved version should be submitted within three weeks. After this period, the article will be regarded as a new submission.

The revised version of the manuscript should be sent to the editor together with a cover letter. It should include the explanations that the authors have to offer as to how they addressed (or did not address) the reviewers' comments. The resubmission will then be sent again to evaluation. The final evaluation will determine whether or not the article can be published. Date of publication will depend upon time taken for revision and resubmission.

Once the article is accepted, the edited version will be sent to you for approval. Upon publication, authors will receive complimentary copies of the issue in which their articles appear (one or two copies, depending upon the number of authors).

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Sending Contributions

We accept submissions all year round. However, papers that authors expect to be published in the first issue of the year (April) should be sent no later than **July 1** of the previous year and those wishing to be included in the second issue (October), not later than **February 1**.

Manuscripts and letters to the editor should be sent to the following address:

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